

Ashby School

SEND Information Report

2024-25

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| School/ college name: | Ashby School |
| Address: | Nottingham Road, Ashby-de-la-Zouch, Leicestershire LE65 1DT |
| Telephone number: | 01530 413748 |
| Name of Headteacher: | Dr Jude Mellor - admin@ashbyschool.org.uk |
| Name of SENDCO: | Mr Will Price - SEND@ashbyschool.org.uk |
| Website address: | www.ashbyschool.org.uk |
| Age range of students: | 11-19 |

Ashby School has a long and proud history of delivering a high-quality educational experience for young people from the local community. Today, we remain as committed as ever to nurturing respectful, responsible and resilient individuals who are ready to face the challenges of an ever changing but exciting world (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

We do that by:

- Providing a curriculum that makes students want to attend, engage and achieve, being the best they can be;
- Recruiting and retaining skilled professionals who enthuse and inspire. We have expert teachers who value continual development, work collaboratively as a team and are prepared to go the extra mile;
- Removing barriers for learning or social injustice, by creating an inclusive approach based on compassion, knowledge and the understanding of needs and context;
- Embedding character development by showing respect, accepting responsibility and building resilience, as well as creating a school community that is based on kindness and empathy;
- Promoting a spirit that is courageous and celebrates positive behaviours and creative innovation - in school, in the community and for life.

Ashby School is fully committed to working in partnership with students and parents in every aspect of school life.

The SEND Code of Practice (2015) defines a child has having SEN where their learning difficulty or disability calls for special educational provision, **namely provision different from or additional to that normally available to pupils of the same age.**

The kinds of special educational needs for which provision is made at the school

- **Communication and interaction** - Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.
- **Cognition and learning** - covers a range of learning difficulties, such as moderate learning difficulties (MLD) where students' learn at a slower rate than their peers, despite appropriate differentiation and specific learning difficulties (SpLD) which can include a diagnosis of dyslexia, dyscalculia or dyspraxia.
- **Social, emotional and mental health difficulties** - Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders such as attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - Many young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Information in relation to mainstream schools and maintained nursery schools about the schools policies for the identification and assessment of pupils with special educational needs

The school uses appropriate screening and assessment tools to provide us with robust data about each pupil's current ability across subject areas. Data may also be gathered using various means e.g. information from parents, rigorous pupil tracking systems, teacher observations and information from previous settings and ongoing teacher assessment.

Alone the following do not constitute SEND – but they may impact on progress and attainment:

- Disability – reasonable adjustments must be made for all under the disability Equality Legislation 2010
- Attendance and punctuality
- Health and welfare
- Being in receipt of pupil premium grant
- Being a looked after child
- Being a child of service personnel
- EAL (English as an additional Language) – Where there is uncertainty about an individual, the school will look carefully at all the aspects of the student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from a special educational need.

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure student progress by referring to:

- Evidence from teacher observation and assessment
- Presents persistent emotional, social and/or behaviour difficulties which are not ameliorated by the behaviour management techniques usually employed in the school. Such pupils will be provided with a pastoral support plan by the pastoral team and monitored by them. Liaison will occur with the SENDCo.
- Their performance against their starting points at the end of a key stage
- Their progress against the objectives specified in any National directives.

Standardised screening or assessment tools.

- Information received on transfer through professional dialogue or SEND records

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Students with slow progress, low attainment (including those identified as below the expected level in English and mathematics) are not automatically identified as having SEN, but are provided with the quality first teaching and support they need to make the required progress.

Parents who are concerned about the progress and attainment of their child are encouraged to contact the class teacher or form tutor of their child in the first instance. Staff will then refer students to the SEND Dept. if further investigation/ support is required.

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Ashby School values the contribution of information from parents. In addition to parents' evenings, where the progress and attainment of pupils is discussed, SEND progress and achievement is reviewed at regular points throughout the year. A settling in evening for Years 7, 10 and 12 is also offered early in the first term and parents are encouraged to attend. Learning Profiles are shared with parents and we encourage adaptations to the information/ strategies provided.

Parents are able to ask questions and find out information through various means:

- Initial support from the individual class teacher and form tutor.
- Liaison with the SENDCo.
- Access to support from the SEND and Pastoral teams in school.
- Meetings around the family meetings (MAF) are held to offer support where necessary.
- Pre- transition meetings to ensure smooth entry to Ashby School and aid transition from feeder schools and to alternative Key Stage Five settings.
- The SEND Team contribute to newsletters and other information points across the school year.

The name and contact details of the SEND co-ordinator:

SENDCo: Mr. Will Price
Telephone: 01530 413748
Email: w-price@ashbyschool.org.uk

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupils are consulted and their views are sought whilst at Ashby School. We ensure that all students, but particularly those with SEND, are asked about their own strengths and areas for development. Each student contributes to their learning profile which is then shared with all staff who work at Ashby School. This is regularly updated following reviews with both the student and their parents. Students are invited to discuss their progress with members of the SEND Team and alterations to reasonable adjustments made wherever possible.

Students are encouraged to use our virtual learning platform alongside parents to share in their academic and pastoral success. Students with SEND are encouraged to have a voice on the student council and to take young leadership opportunities across the school.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

We ensure that SEND pupils are closely assessed through monitoring of classroom practice by Faculty and Subject Leaders, the SENDCo and the Senior Leadership Team. During intervention sessions, pupils' progress is monitored and tracked by Raising Standards Leaders using carefully selected assessment tools.

Teachers and Teaching Assistants are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The class or subject teacher will work use information provided by the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

A Provision Map is collated showing the support that students are in receipt of and this is tracked and reviewed at key data points to ensure intervention is timely, useful and effective.

SEND meetings for pupils with EHC plans are held regularly to assess progress towards outcomes and adjust provision when necessary.

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

There are transition meetings between each phase. These are attended by the SENDCo and other members of the pastoral team at Ashby School. Meetings around the Family meetings will also be held if required.

The SEND team attend Year 6 and Year 9 Annual Reviews and additional transfer arrangements are made if requested. The most vulnerable SEND students are invited to take part in additional transition activities bespoke to that student as required. Parents are invited to a welcome evening to discuss transition and share any concerns at the end of the summer term prior to transfer.

Parents of Year 6 and Year 9 students are encouraged to attend the Open Evenings held in September each year and to attend the Welcome Evening with their child. The SENDCo is in attendance on these occasions to answer questions and arrange follow up appointments where necessary.

If a student chooses to move to an alternative setting for Key Stage 5, the receiving SENDCo is invited to attend all transition meetings. Detailed records of needs and support work completed are passed on. SEND students are offered support with option choices for GCSE courses and additional visits to meet key staff at their receiving school. The SENDCo from Ashby School also supports meetings between parents and the receiving SENDCo when requested.

Ashby School liaises with outside agencies to provide a robust career programme including access to information about apprenticeships, university and employability schools.

SENDCos from all schools and parents work closely with outside agencies to ensure that a smooth transition of specialist support (AOT, VI, HI etc.) is completed.

The SENDCo works with parents and feeder schools prior to entry to ensure that students with SEND are placed in appropriate form/ teaching groups.

The school's approach to teaching pupils with special educational needs;

Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Where a student is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place.

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents/carers are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by telephone consultations, electronic communication and through meetings (including scheduled parents'/carers' evenings). A copy of the One Page Profile is made available to all staff, linked on Arbor.

The Ashby School approach to SEND, once identified, is graduated broadly as follows:

Tier 1 (Additional): Reasonable classroom adjustments for students with recognised SEND, with outside agency recommendations

Tier 2 (Targeted): Small group interventions to target key skill areas in specific aspects.

Tier 3 (Specialist): Support lessons for specific learning needs to suit the needs of the students, based on information gained through assessment data and class performance.

Teachers and Classroom Support Staff are expected to identify barriers to learning and analyse outcomes to measure the effectiveness of any intervention. At the end of more formal 1:1 or small group work, data is gathered to measure the impact. SEND meetings for pupils with EHC plans are held annually to assess progress towards outcomes.

We offer a range of provision in school to support SEND needs:

Curriculum support:

Adaptation of learning in class by the class teacher through quality first teaching.

Reasonable adjustments as required to support access to the curriculum.

Specialist advice and support from external agencies including Educational Psychologists.

English as an Additional Language (EAL) where this overlaps with special needs.

Communication and interaction difficulties:

Speech and language therapy support (SaLT).

Social skills groups.

Autism Outreach Team involvement

Hearing Impaired service

Visually Impaired service

Behaviour and emotional support:

Transition and review meetings between school and parents.

Liaison with Children and Family Wellbeing Service.

Links with CAMHS, Community Paediatricians etc.

Meetings with Assistant Head, Deputy Head and Pastoral Teams for parents to support

Behaviour management support at home and school.

Two members of the TA team have completed the ELSA accreditation with the Local Authority.

Ashby School currently has access to an independent school counsellor

Ashby School currently has a Level Three Qualified Forest School Leaders

Referral to Teen Health and other outside agencies as appropriate.

Physical support:

Adaptation of the school building to facilitate access to the school buildings where possible

Risk assessments are completed.

Health Care Plans.

Emergency evacuation plan.

Physiotherapist/ Occupational therapy advice and support where appropriate

Evac chair training, moving and handling and feeding training is available for staff who require this to meet the needs of students with specialised needs.

Internal

Wheelchair access to some internal areas which facilitates access to all subjects requiring specialist facilities

Hazard lines painted on stairs where appropriate

Toilets available for disabled pupils and adults

Specialist resources are sourced to support specific need as they occur (e.g. Physiotherapy bed, wheelchair, walking frames, adapted toilet seats)

Grab handles installed in disabled toilets

Lift access to some of the school

Blinds/ curtains on most classroom windows

External

Wheelchair access to most areas

Kerbs lowered to facilitate access to the building

Single level paths around outside of building

How the school adapts the curriculum and learning environment for pupils with special educational needs;

We ensure that there is quality first teaching and adaptation of teaching styles to suit individual pupil's needs, to overcome barriers to learning.

There are regular opportunities for teaching and support staff to meet with parents/ share information relating to the progress and achievement of their child. Information from these meetings and specialist advice is linked through Arbor in order to prompt all staff on how to support each child with SEND on an individual basis.

Teaching Assistants are deployed according to EHCP/ Top Up Funding and requirements for individual support.

Auditory and/or visual requirements will be provided for as required e.g. visualiser and seating in class.

A regular review of reasonable adjustments is made which includes both physical and academic considerations. The SENDCo works closely with the premises team to ensure that students with SEND can access learning and the curriculum.

Ashby School offers:

- Initial support from the teacher and form tutor
- Liaison with the SENDCO
- Access to support from the SEND and Pastoral Team
- A package of internally created interventions which are deployed subject to the needs of students at that time.
- Pre- transition meetings to ensure smooth entry to Ashby School are offered.
- Referrals to outside agencies for more specialist support are made when required.

Local Authority High Needs Funding

It is possible for the school to apply for high needs 'SEND Intervention Funding' without the need of an EHC Plan (see below). We would seek this with parental agreement should a student have needs identified on their Learning Profile which requires significantly increased funds in order of the child to remain within the mainstream setting for a limited period of time. This could relate to an increase in staffing or to provide alternative educational arrangements to meet their needs.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

At Ashby School all teachers are responsible for SEND provision in the school:

- The SENDCo is a qualified teacher and a member of the Senior Leadership Team
- Two members of the SEND team have completed the national accreditation for ELSA
- Training for specific learning difficulties is offered as required e.g. dyslexia
- All teaching staff are given access to initial transition information, learning profiles and support strategies which are linked via our Arbor and in-school data storage systems. These are discussed and agreed directly with parents.
- Teaching Assistants attend regular meetings to discuss student's progress, concerns and support strategies.
- Training for handling and lifting, Evac Chair and feeding for all staff working with pupils who have physical movement difficulties is offered.
- Regular first aid training and updates take place.
- Medical training in the use of epipens etc. is offered as required.

How the school evaluates the effectiveness of its provision for such pupils:

Ashby School's SEND Policy works alongside and in conjunction with Disability Accessibility Policy, The Local Offer offered by Leicestershire Local Authority and various other school policies, namely The Attendance Policy, The Pupil Premium Policy, The Behaviour Policy, The Supporting Students with Medical Needs Policy and is embedded in the Teaching and Learning Framework of the school.

The following policies are available for viewing on the website:

- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- Safeguarding Policy
- Equality and Access Policy
- Pupil Premium Strategy Statement
- Behaviour Policy

The SENDCo attends regular meetings with the senior leadership team to monitor and evaluate the overall effectiveness of SEND provision. Quantitative data is discussed and all SEND students are monitored and tracked using school assessment and reporting procedures. Where students are not making progress, additional provision is discussed and agreed.

The SENDCo uses a provision map to track the additional and alternative provision provided to individual SEND students throughout their time at Ashby School. This is reviewed at key points in the academic year to ensure that intervention is timely, appropriate and effective.

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN

All children at Ashby School are encouraged to take part in curriculum and extra-curricular activities regardless of special educational needs. All educational visits are risk assessed to ensure that there is access for children with SEND wherever possible.

Additional support is available to ensure that students can take part in school trips should they require close monitoring/ support to access the learning environment outside school.

Alternative arrangements are planned and prepared to support students who wish to take on youth leadership roles within the school e.g. alternative forms of sharing their views/ ideas with their peers/ support to prepare presentations etc.

Support that is available for improving the emotional and social development of pupils with special educational needs.

Ashby School offers:

- Initial support from the teacher and form tutor
- Liaison with the SENDCo
- Access to support from the SEND and Pastoral Teams
- A package of internally created interventions which are deployed subject to the needs of students at that time.
- Pre -transition meetings to ensure smooth entry to Ashby School are offered.
- Two LSAs hold accreditation for the ELSA award
- Referral to an independent counselling service with sessions held at Ashby School
- Referral to the school nurse

How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

For all children with SEND, support and advice is available from the school SENDCo, SEND Team, and the Pastoral Teams. The school seeks advice and guidance from other professionals and involves them in the planning and delivery of support for pupils with SEND where required.

For those on prescription medication, and unable to self-medicate the need to do so will be recorded on specific Individual Health Care Plans, and logged on medication log sheets, which are updated regularly by the Medical Welfare Officer using information offered by the parent/carer. If students have short term medical conditions where medication is required to be taken during the school day, the parent/carer must complete a permission to carry and self-medicate form from the Medical Welfare Officer. For further information regarding medication, please refer to the SEND policy.

Attendance at the school is taken very seriously. Parents are contacted on the first day of absence. If the child has not returned to school, parents are contacted again for an update. Persistent levels of absence trigger a letter from the school's attendance officer and parents are invited in for a meeting to discuss the situation.

Safety at Ashby School is a high priority. Students are encouraged to discuss concerns with their Form Tutor, Year Team Leader or Learning Support Assistants.

Children with SEND are encouraged to participate in all areas of school life including our enrichment programme and extra-curricular activities.

- Outside agencies we work closely with include:
- Educational Psychologists
- Speech and language therapy (S<)

- Children and Family Wellbeing Service
- Autism Outreach Team
- Visual Impairment Team
- Hearing Impairment Team
- Specialist Teaching Service
- Occupational Therapists
- Local Authority medical teams and consultants

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints or concerns are encouraged to be talked through with the SENDCo or Head Teacher. The school is committed to working in close partnership with all members of the school community. The school places great value on the role which parents and carers can play in supporting children's learning. Staff and governors actively encourage a positive relationship between the school and the families of children who attend the school.

If, at any time, a member of the school community has a concern about an aspect of life at the school, the concern will be dealt with by the school as quickly, sympathetically and effectively as possible. It is hoped that most concerns will be settled amicably at this stage.

However, if there is a continuing concern, this can be directed through the formal stages as outlined in the school's complaints procedure. A copy can be downloaded from the school website.

Our SEND governor is Mrs. Sharon Gibson, who can be contacted through the school office.

Information on where the local authority's local offer is published.

The SEND Local Offer aims to provide information about how we support our pupils who have SEND and disabilities to reach their full potential. The school local offer should be read in conjunction with the Leicestershire Local SEND Offer which is also available to view on the school website.

Our Local Offer is not an exhaustive list of strategies and resources as these will alter over time to match the needs of our learners and their families. Ashby School continues to strive for excellence for all pupils including those with SEND.

If you live in a Leicester City postcode, information about what is available locally for you can be found here: <https://families.leicester.gov.uk/send-local-offer/>

If you live in a Leicestershire postcode, information about what is available locally for you can be found here: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

If you live in Derbyshire, information about what is available locally for you can be found here: <https://localoffer.derbyshire.gov.uk/#!/directory>

Other helpful websites:

- <http://www.sendiasleicester.org.uk/> – an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND)
- www.sendgateway.org.uk – for information on SEN and new legislation changes
- www.kids.org.uk – support for families of children with SEN, including financial advice
- www.councilfordisabledchildren.org.uk – advice on supporting children and families with a variety of needs.
- www.preparingforadulthood.org.uk – advice on moving into further education, employment and social support.
- www.ipsea.org.uk – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.

Ashby school staff can put you in touch with agencies such as the Children and Family Wellbeing Service if you feel you would benefit from support at home with your child